



Spreading the Magic of English Language Teaching



Good
Practices
Handbook



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Spreading the Magic of English Language Teaching

Authors

Fadqur Rohqim Al Ikhwan, Veronika Magdolna Bükkfalvi, Zsuzsa Duray PhD, Beáta Fabini, Judit Fenyvesi, Emil Kóczán, Zoltán László, Szilvia Petrovszki, Thandeka Sibiya, Réka Szedlák, Orsolya Szelei, Lilla Tar, Ildikó Zeke

Editors

Veronika Magdolna Bükkfalvi, Edit Püske, Réka Szedlák, Orsolya Tuba



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Introduction

This handbook does not serve as an assessment of the Spreading the Magic of English Language Teaching Project and its accomplishments. Instead, it represents a comprehensive compilation of innovative professional methodologies, beneficial practices, ideas for practical adaptation, and necessary skills learned from the project. The collaborative effort of the English Language Teachers' Mentor Network participants, established and cultivated throughout the duration of the project, resulted in the creation of this Handbook.

About the project (aims, objectives, outcomes)

In Hungary there is an increasing need for professional training for English language teachers, especially in the countryside and rural regions, where we lack high quality professional training. Therefore, the main objective of this project was to co-create a one-of-a-kind learning platform for English language teachers in Hungary and in Finland, where lifelong learning is a core value of all educators.

To do so, first, our project aimed to establish a sustainable, international and engaging community of professionals: the **English Language Teaching Mentor Network (ELTMN)**. We believe that the network is the most effective way of sharing the magic of English language teaching practices and create a bridge between Finnish and Hungarian teachers. The network also serves as a platform for the project team to innovate, build professional relationships and create long-lasting and publicly available English language teaching (ELT) materials.

Another key objective of the project was to share insights of the ELT practices, specifically tailored to the needs of English language educators in the partner countries. To shed light on innovative educational practices in the well-performing Finnish schools, school visits, workshops and on-site training were organised in Hungary and in Finland. Our aim was to have as many passionate ELT educators joining the network as possible, to have a self-running, helpful community of international professionals. The uniqueness of such a project lies in its glocal approach, its focus on innovation, cooperation and the self-running community creation for sharing knowledge, new approaches and best practices.

Having a **glocal approach** means that the objectives and the learning goals are tailored to the local needs but learning from the international pool of best practices. **Innovation** lies in the core of our operations, which is boosted by our devotion for sharing best practices and methods while thinking outside the box.





Our purpose

Behind all successful development projects, there is an urgent need or a problem coming from the society. This time, the representatives are the English Language Teaching (ELT) teachers, a rare kind but very needed professionals of our world, who feel that there is a serious need for **professional development, international learning experiences** and for a **self-functioning network** of English teachers. Underlying and connecting the needs of ELT educators, we wanted to unlock quality language education through innovative practices and raise the importance of lifelong learning.

Hungarian ELT educators, especially from rural areas, are left behind when it comes to professional teacher training while teachers in Finland are trained to be research oriented and take care of their own development as well as their localised curriculum. In Hungary teachers are in most cases less independent and they follow the national core curriculum. Finnish schools have more personalised learning approaches, which is a new concept for Hungarian ELT. Since Finnish schools are more independent and are responsible for the local decision making based on the national curriculum, it was very interesting to see what the differences are in the local core curriculums for ELT.

Finland is also famous for its English speaking society, co-teaching practices and classroom collaboration. Sharing the daily teaching practices and participating in workshops to see different thinking and methods in action could result in educational innovations. The professional development of ELT educators, who can be found in almost every school, is a very specific and significant topic, for which there should be more both national and international opportunities. As all ELT educators speak a common language, this is already a bridge between them. There are many recent publications and methods around language education, which are not commonly used or known internationally. The English Language Teaching Mentor Network (ELTMN) is an excellent platform for sharing recent research and starting discussions about its implementation in practice.



Professional development

New approaches of teaching and learning

Kolb's Learning Cycle

The way people learn is a very interesting phenomenon. In 1984, David Kolb published one of the most influential models of this complex process which is known as the "Experiential Learning Theory" (ELT) (Kolb, 1984). Kolb argues that we learn more effectively through direct experience and divides the learning process in a four-stage cycle, which should be followed in sequence, but can be started at any point. Each stage also involves a different learning style.

The four learning stages are :

1. **Concrete Experience:** the learner is personally involved in a concrete situation
2. **Reflective Observation of the New Experience:** the learner takes a step back, looks at the bigger picture and will reflect on that experience, creating an opinion for example through questions put to him/her ("Why do you think that happened?", "What might you modify to get another result?"), considering successes and failures or what works, what doesn't,...
3. **Abstract Conceptualisation:** the learner forms new ideas based on the reflections that arose from the previous stage and will try to draw conclusions using logical approaches, information and theories (for example pulled into a presentation, creating a model, ...).
4. **Active Experimentation:** the learner puts what he has learnt into practice, can test a hypothesis in a future situation and go back to the active stage of experiencing.

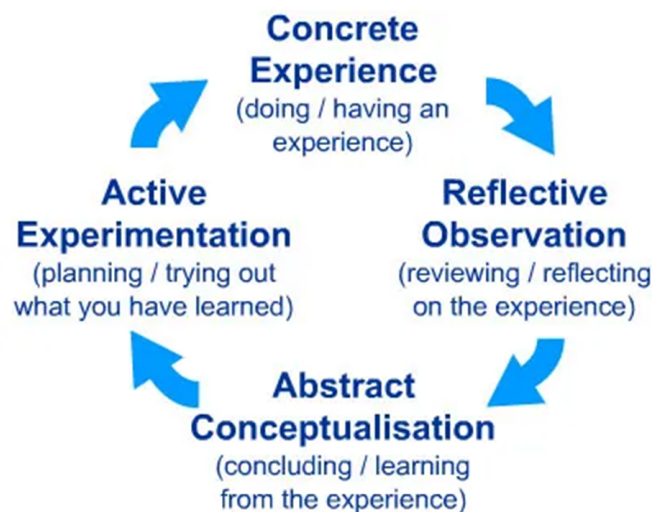


As previously mentioned, Kolb's model also provides four learning styles, outlining different dimensions in which people prefer to learn new things...

- **Active Experimentation** (*Doing*) >< **Reflective Observation** (*Watching*)
- **Concrete Experience** (*Feeling*) >< **Abstract Conceptualisation** (*Thinking*)

... and shows therefore four different types of approaches to learning (called learning styles) :

1. **Diverging** (CE/RO – watching and feeling) : these individuals prefer to gather information and show creativity to solve problems, they like working in groups, they tend to be sensitive and emotional.
2. **Assimilating** (AC/RO – watching and thinking) : they take a concise and logical approach to learning, show more interest in ideas and abstract concepts rather than in people.
3. **Converging** (AC/AE – doing and thinking) : they prefer technical tasks, are practical in their approach to tasks and ideas and are less concerned with people.
4. **Accommodating** (CE/AE – doing and feeling) : they are more practical and rely on their intuition, as they like challenges and experimentation.



Kolb's Learning Cycle illustration. Retrieved from :

<https://www.medical-interviews.co.uk/blog/benefits-experiential-learning-kolbs-learning-cycle-training>





Student-Centred Learning

As we could understand it with Kolb's learning cycle, the more a student is involved in his/her learning process and the more his/her learning style is taken into account, the better the chances are for them to internalise the knowledge. Frontal instruction should therefore be replaced by an alternative one, which requires the teacher to remove himself or herself from the front and centre, becoming more of a guide on the side rather than a sage on the stage. This gives an opportunity not to teach, but to coach, mentor, nurture, inspire.

"Education is not the learning of facts, but the training of the mind to think" Albert Einstein (1879-1955)

Effective learning is more about being an active participant in our own learning process rather than a passive listener. This new focus will naturally increase the student's sense of autonomy as he/she is personally involved. By gathering and synthesising information, sharing it with others, and communicating, the learner not only develops his/her knowledge (content), but also skills that are going to help in the life to come. The students' responsibility and liability are involved. It's important to highlight that an interdependence between the teacher and the learner is to be created, as they both work together, and are open to learn from each other. A mutual respect and a reflexive approach to the teaching and learning process are required. Mutual assessment is a path to self-reflexion, self-awareness and therefore self-regulation.

In short, to make our class student-centred, we have to :

- Give up teacher's exclusive control
- Rethink assessment
- Listen and make change to build up motivation
- Make students have the ownership of their learning process
- Think about how to make our lessons more attractive.

In a constantly changing and evolving world, it is no longer an option to be mired in one single teaching model.



New methodologies

Gamification

Gamification became more popular in recent years. Using gamification in the classroom increases productivity and creates a cosy, game-like atmosphere. Gamification can be applied in many ways, such as: blended teaching - using online gamified applications (find below “Useful links and websites”) , using game elements to make learning more enjoyable. By applying gamification in our teaching methods, we can grab pupils’ attention at a very high level; keep their interest and activity for a longer period; change learning into an active and practical process instead of a passive and only theoretical one.

Adjective Game

Adjective Game is adapted from an existing game. It can also be used for other vocabulary items (nouns, verbs, phrases, idioms, etc.).

1. Students are organised in groups. (They choose a name for their group – kids love it. 😊)
2. Pupils get a picture of all the adjectives (see below) from *The Opposites Song* they had previously listened to and discussed: <https://www.youtube.com/watch?v=HGeuA4iJ8vI>
3. The teacher has one of the adjectives in mind, about which he/she will give the groups 3 hints.
4. The groups listen to the first hint, after which they decide either to *Guess* or *Wait*. *Guess* means they make a guess at the adjective, *Wait* means they wait for the next round. By guessing, they take some risk as in later rounds they would have more information, but, on the other hand, with the correct guess they can earn higher points, which are awarded as follows:

For the correct guess after the 1st round: **30 points**

For the correct guess after the 2nd round: **20 points**

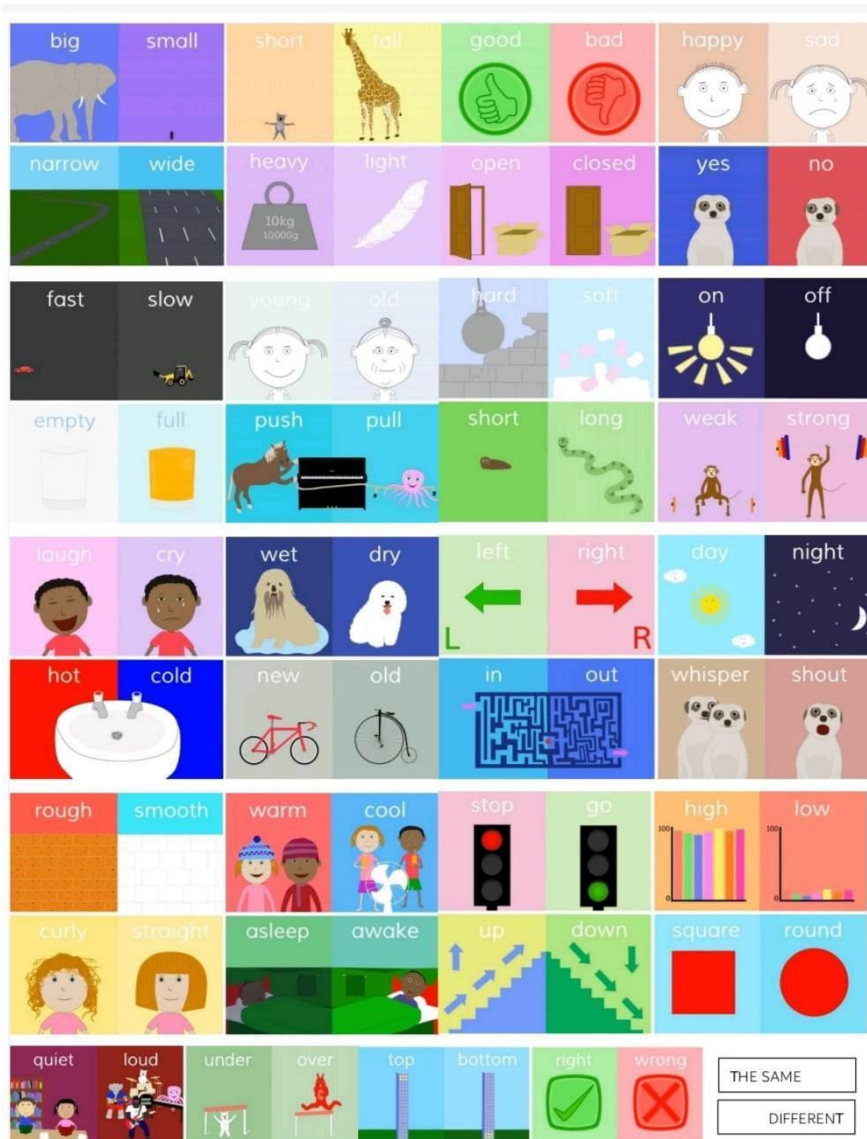
For the correct guess after the 3rd round: **10 points**

5. If a group decides on guessing, they show the teacher the picture of that given adjective. (It is important that the other groups do not hear what their guess is.)
6. After all the groups have decided to guess or wait for the next hint, the Teacher writes down the scores for the guessing groups.



If a group misses, they get zero points, of course. However, to keep them engaged, the teacher can let them guess again in later rounds of hints with the limitation that a correct guess then is only worth **5 points**.

7. The second and the third hints come with the same rules, and that is the end of the first round.
8. At the end all the points are added up, and there is a winning group. 😊





Examples for adjectives and hints

Adjective	Hint 1	Hint 2	Hint 3
LONG	<i>a trip to Japan</i>	<i>Rapunzel's hair</i>	<i>an anaconda in the Amazon rainforest</i>
DRY	<i>a toast</i>	<i>your eyes after playing video games for hours</i>	<i>the Sahara Desert</i>
WEAK	<i>little babies</i>	<i>bad coffee</i>	<i>your muscles without training</i>
CLOSED	<i>a shy guy</i>	<i>your eyes about 12 times a minute</i>	<i>most shops at night</i>
THE SAME	<i>flat and apartment</i>	<i>lift and elevator</i>	<i>child and kid</i>
ROUGH	<i>the skin 3 days after shaving it</i>	<i>sandpaper</i>	<i>brick walls</i>
EMPTY	<i>a decorative shell</i>	<i>the school on Sunday</i>	<i>a glass after drinking</i>
WHISPER	<i>there is a game called Chinese ...</i>	<i>a shy guy</i>	<i>talk in the library</i>
SAD	<i>the movie 'Titanic'</i>	<i>our national anthem</i>	<i>unhappy</i>
LIGHT	<i>little babies</i>	<i>no sugar</i>	<i>a leaf</i>



Bingo game

A funny way to learn and practice numbers from 1 to 100 is playing bingo. For this lesson, the teacher needs to print some bingo cards (available on the Internet), or make them with the students, using a sample as the one below. Each student receives 1-2 empty bingo card(s) and fills it with random numbers. The teacher can prepare the numbers from 1-100 that students will pick from a cloth bag during the game. When a student picks a number, he/she says it out loud and all the players who have that number on their card mark the square. Players shout "BINGO!" when they get a full line (vertical, horizontal or diagonal) or a full card. If necessary, revise the numbers before playing, and then just have a good time together!

BINGO 1 - 100

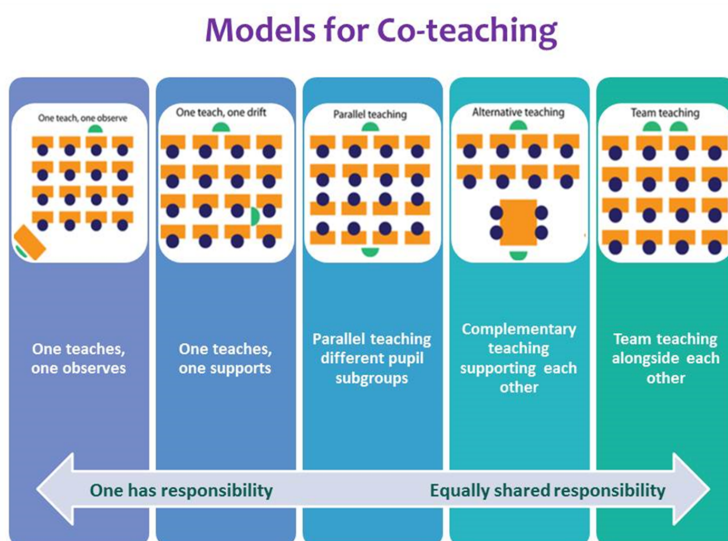
		FREE SPACE		





Co-Teaching

As it is the case with many educational concepts, co-teaching has been defined in many different ways. In this e-book we will present to you the broader context in which co-teaching can be used and understood, not clinging therefore to the strict sense of the word.



Source: <https://www.greatneck.k12.ny.us/Page/6409>

Here are six basic co-teaching approaches as presented by Marilyn Friend, Ph.D.

1. One Teach, One Observe

This approach is used when different data need to be collected in order to make some instructional decisions. One teacher (usually a specialist) collects the information while the other teacher leads the group of students.

Advantages: as one teacher is leading the whole group of students, a lot of information can be gathered by the other teacher (observing both students and/or the teacher), depending on the purpose of the observation. Adjustments can be made efficiently.

Disadvantages: as the specialist is usually the one gathering information and observing, it may happen that students won't consider the specialist as a teacher. The collected information needs to be used.



2. Station Teaching

The lesson is divided into learning stations (two or more) where the students can approach the content in different ways. Usually, two stations are individually led by one teacher, while the other stations can give students an opportunity to work independently. Students rotate through the stations.

Advantages: students work in smaller groups and therefore get more involved. A purposed grouping of students can have a beneficial effect on the learning dynamic. The different learning stations can cover more material, as both teachers actively take part in the content teaching.

Disadvantages: teachers need to consult each other as the learning station activities should approximately last the same amount of time. They should avoid making too much noise during classes so as not to disturb the other groups.

3. Parallel Teaching

The group of students is divided in half and the teachers teach them in parallel and deliver instruction simultaneously, covering the same content. The groups can discuss the same content or different points of view related to the topic. This method can also be used to differentiate education based on skill levels, interest, resources used, product generated, or other instructional elements.

Advantages: increased supervision, as you can work with smaller groups. Teachers maintain the lesson ownership.

Disadvantages: both teachers have to know the content, noise level can be an issue. When dividing the groups, it's important not to create "high" and "low" group-stigma.

4. Alternative Teaching

A smaller group of students is assigned a teacher (usually a specialist), while the rest of the class works with the other teacher. This distribution can last the whole lesson, or just a shorter period of time.

Advantages: differentiated instruction is possible, including pre-teaching, remediation, management of students behaviour, ...

Disadvantages: there is a risk of stigmatisation of the smaller group, which could be considered as less smart than the other.



5. Teaming

Team teaching is a very effective but complex teaching method as it involves both teachers leading instruction together and simultaneously. They both need an equal understanding of the content, taking and answering questions.

Advantages: There is a real teamwork between the teachers, they can rely on each other and can be considered as "two brains in one body". Teaming also gives to students a model of what collaboration is. Thanks to this, a bigger amount of activities can also be held.

Disadvantages: Before reaching its fullest potential, the teachers will need some experience to use this co-teaching approach as they rely on each other to build up the lesson. Mis-communication, unwanted frictions may occur. The teachers have to be able to communicate with each other clearly, effectively. During classes, it's important to pay attention not to drift into frontal teaching.

6. One Teach, One Assist

In this model, one teacher (general education teacher) delivers instruction while the other teacher (special education teacher) assists and supports students, helping them in any way possible (for example redirecting students who are off-task, answering individual questions, etc.).

Advantages: it's easier to observe behaviour and step in when necessary to facilitate learners' understanding. Individual help is provided.

Disadvantages: it may happen that certain students start relying excessively on the special education teacher, losing therefore some independence in the learning process. Other students may be distracted during interactions. There's an unequal distribution of power between the teachers. Research suggest that this is the least effective co-teaching approach.

CLIL - Content and Language Integrated Learning

Term originated by David Marsh, University of Jyväskylä, Finland (1994)



Another interesting approach to language learning is bilingual education, which means building subject knowledge, or content (for example Science, Geography, History, Literature, Art, etc.) through the medium of a foreign language and therefore learning a foreign language by studying a content-based subject. A successful CLIL lesson combines communication, cognition, content and culture, and uses the four skills : reading, writing, listening and speaking.

Advantages:

The bridge between language and content learning is an adequate and suitable response to the globalisation of the world as it emphasises the understanding and communicative skills of the target language. It makes students more flexible, better problem solvers, and better communicators. Learning about and discussing subjects on the one hand and exposing them to different cultures and perspectives on the other hand improve both the students' social and critical thinking skills, which are widely required with the increased contact between countries. Language learning becomes an applied aptitude to connect language to real-life situations. This way of learning is similar to the native language skills development so it's an open door to deep-learning because you integrate and internalise knowledge.

Challenges:

Besides all these benefits, CLIL courses can take time, practice and energy to prepare and implement, as they require additional training and effort on the part of the teacher. It necessitates a rethinking of the traditional paradigms of the language classroom and the language teacher. A successful CLIL program demands consulting other teachers, collaborating with peers in a supportive school administration. Teachers need to be managed properly, and according to David Marsh: "their (the teachers') workload needs to be reduced, particularly at the beginning" to avoid burning out. All this input can nevertheless really be an inspiration for teachers and from teachers.

How to plan a CLIL lesson?

1. choose or discuss with your students which topic would be interesting to treat, so it has better chances to raise students' openness and motivation. You can also "egyeztet" with another content teacher to support and deepen an ongoing topic ;
2. choose a content-based and adapted vocabulary to present to your students, depending on their level ;
3. choose a grammar structure to focus on ;



4. choose the teaching support that suits best to your subject or to your classroom dynamics (text, article, magazine, internet, ...) ;
5. invite your students to think critically and analyse the newly acquired information (diagram, timeline, cause-and-effect chart, etc.) ;
6. How could your students use this knowledge creatively? For example, making surveys, presentations, writing a text, etc.

Example of a CLIL Lesson

Target level/grade		B2 B2+ 9-13th grade	
Subject(s)		English/English for IT ICT (optional)	
Objectives		English/English for IT class: <div>1. acquiring vocabulary to talk about IT technology, especially where AI is used (the topic of technology as part of the advanced level GSCE exam)</div> <div>2. learning to make predictions (future tense)</div> <div>3. learning to give opinions, agree and disagree (debating as part of the advanced level GSCE exam)</div> ICT class: (optional) <div>1. the history of AI</div> <div>2. understanding how AI programmes and services help us accomplish everyday tasks</div>	
Materials		<div>1. https://openai.com/product/gpt-4</div> <div>2. speaking bank on giving opinions, agreeing and disagreeing</div>	
English/English for IT class			
Procedure/Skills	10 min	Warm-up/Ice-breaker Ss watch a short video on the ways GPT4 can make our lives easier and answer a set of general questions	Listening skills https://openai.com/product/gpt-4



	10 min	Group work Ss form groups and each group discusses the following question: <i>How has AI changed your life?</i> <i>How will AI affect your life in the future?</i> Getting feedback from each group	Speaking skills + Grammar Revising the Present Perfect and the Future Simple
	10 min	Presentation Ss are presented with a blank table of three functions (giving opinions, agreeing, disagreeing) Brainstorming phrases for each function	Grammar Giving opinions, Agreeing and Disagreeing
	15 min	Group work <i>How has AI changed your life?</i> <i>How will AI affect your life in the future?</i> Groups present their opinions (each student has a chance to say what he/she thinks using a variety of phrases) Groups enter in a debate (using a variety of phrases for agreeing and disagreeing)	Speaking skills
		Homework assignment Ss' self-assignment: Ss present some questions they seek answers for from ChatGPT and discuss them next class	Individual research



Evaluation/Feedback	<p>Self-evaluation: How I felt during the debate? What are my strengths and weaknesses when it comes to debating?</p> <p>Feedback from teacher: Practical suggestions for part 3 of school-leaving exam: Debating</p>
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Extra material: Speaking Bank

Giving opinions	Agreeing	Disagreeing
In my view ... What I'm saying is ... For me ... I'd say ... The way I see it ... I think ... In my opinion ...	Of course I agree Exactly That's a good point You're right	I understand what you're saying, but ... I agree with you to some extent, but ... I agree with you up to a point, but ... I'm not so sure I agree with you on this one I can see your point, but ...

Phenomenon-Based Learning (PhBL)

Problem-based learning, or phenomenon-based learning, involves students working together to develop solutions to questions or issues asked about a phenomena that interests them. The learners have jointly posed the issues and queries.

Projects and possibilities of all sizes:

- teaching without pre-selected materials such as books (cannot be found in books/real-life-examples/experience)
- collaboration between subjects: co-teaching or teaching the same phenomenon during the same time period
- a huge project of the whole school or an international project



Benefits

- Students as creators of content, not just consumers
- Develops critical thinking and creative skills
- Improves problem solving skill
- Increases motivation
- Students learn to transfer knowledge
- Emphasises group-working skills

LESSON PLAN

Clean the Earth- Sustainability week 2023 - Phenomenon-based learning method

a 45-minute class on 27 April, 2023 with 25 8th graders

Target level/grade	8 th grade A2/B1
Subject(s)	English
Objectives	English: 1. practice vocabulary about sustainability the class acquired during the sustainability week 2. raising awareness for global problems of environment 3. learning to give opinions
Materials	Litter Ss brought with themselves from home or collected during the day at school (plastic bottles, paper tissues, wrapping papers, etc), a huge gymnastic ball to demonstrate the Earth/Globe, blue tack, a bin, paper



English			
Procedure/Skills	5 min.	Warm-up/Ice-breaker collect the words we studied during the week (sustainability, magic words like reuse, reduce, recycle, wrapping paper, etc)	Speaking skills repeat the words, use them in sentences Developing memory
	10 min.	Demonstration Ss present the litter they collected and display on the “Earth” with blue tack. Raising awareness By simply looking at the “globe” full with rubbish draw their attention to the problem	Speaking skills Ss name the litter they put on our “globe” Talk about the phenomenon- How could we get here? Who can destroy the world? Why do we humans do this?
	10 min.	Group work In their group of 4-5 chosen the first lesson of the week, they discuss the problem	Writing skills The group draft what they can do to protect our Earth- write their sentences Grammar



			<p>Giving opinions; use of Do/Don't/should/shouldn't/must/mustn't</p> <p>Collaboration</p>
	10 min.	<p>Group work</p> <p>Groups present their opinions (each student has to say one sentence) by coming to the globe one by one, saying one sentence and removing one piece of litter from the globe, and placing it in the bin.</p>	<p>Speaking skills</p> <p>Ss learned their sentences and share it with the others.</p>
	5 min	<p>Raising awareness by demonstrating</p> <p>T: Who is the strongest in the class? The one who thinks to be the strongest comes to the globe and lift it up over his head. T lets hold him for a while. He states that it is hard to lift it alone, so he invites the others one by one to help him to “sustain” the Earth.</p>	<p>Collaboration</p> <p>Role-play</p> <ul style="list-style-type: none"> - individual responsibility - joint responsibility - physical activity



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Evaluation/Feedback	Self-evaluation: How I felt during the tasks? What are my strengths and weaknesses in this topic? How my mindset changed about the topic?
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STEAM

STEAM is multidisciplinary or transdisciplinary integration between subjects of Science, Technology, English, Art and Mathematics. This approach is based on the collaboration of teachers for boosting students-inspiring-other-students approach, collaborative creativities and making the learning process about topics and phenomena from these fields more enjoyable. STEAM education, with its emphasis on multidisciplinary or transdisciplinary integration, offers numerous benefits in English language teaching. By incorporating the subjects of Science, Technology, English, Art, and Mathematics, STEAM provides a holistic approach to learning that encourages creativity, critical thinking, problem-solving, and innovation.

One of the key advantages of incorporating STEAM into English language teaching is that it offers students a context for real-world application of language skills. Through STEAM projects, students can explore topics and phenomena from different fields, which allows them to engage with the English language in meaningful ways. For example, they can conduct experiments, analyse data, and present their findings in English, thereby enhancing their scientific literacy and language proficiency simultaneously.

Moreover, the collaborative nature of STEAM education aligns perfectly with the principles of English language teaching. By promoting collaboration among students, teachers, and experts from various fields, STEAM fosters an environment where students inspire and learn from one another. This peer-to-peer learning approach not only enhances students' language skills but also encourages them to communicate, cooperate, and negotiate meaning effectively. STEAM activities also offer opportunities for integrating content across different subject areas, including English language learning. For instance, students can engage in project-based learning, where they explore a topic or problem from multiple angles, conducting research, gathering information, and presenting their findings using English language skills. This integration helps students see the connections between different disciplines, broadening their understanding and enhancing their overall learning experience.

Furthermore, the creative aspect of STEAM, incorporating art and design, adds an additional dimension to English language teaching. Students can express their ideas and understanding through artistic mediums, such as visual arts, music, or performance, while using English to describe and reflect upon their creative process. This combination of artistic expression and language development fosters a deeper engagement with both subjects and provides a more enjoyable and immersive learning experience for students.



In summary, STEAM education brings significant benefits to English language teaching by integrating science, technology, art, engineering, and math with language learning. By incorporating real-world contexts, promoting collaboration, integrating content, and fostering creativity, STEAM activities create an environment that nurtures critical thinkers, problem solvers, and innovators, while simultaneously enhancing students' language skills and proficiency in English. It is an effective approach that prepares students for the challenges and opportunities of the future.

Source: Fenyvesi, K. (2023). *Playfulness, Wellbeing and Holistic Approaches in Education*. PowerPoint presentation, The Magic of English Language Teaching, Békéscsaba (2023. 01. 04.)

Lesson plan: Seasons and Climate Change

RELATED SUBJECTS	SUGGESTED GRADE	TOTAL ACTIVITY TIME	LEARNING OBJECTIVES DURING THE LESSON SUBJECT-SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON
English, Geography, Music, Art, Science, Mathematics	Age 12 / Grade 6	4x45 minutes	<p>English: ability to define and describe. Vocabulary skills: climate, weather, ozone layer, islands.</p> <p>Geography: What are the seasons?</p> <p>Geography and Science: Make the students aware of climate changing and global warming.</p> <p>Geography: Difference between the map and the globe.</p>	<p>Collaboration and working together</p> <p>Ability to create objects by using teaching tools and 4D frame</p> <p>To equip Ss to use any available resources to create objects</p> <p>Ability to think logically</p>



			Mathematics: learning to count and identifying different shapes, such as pentagon etc.	Improving language skills
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CREATE YOUR OWN STEAM LESSON

OVERVIEW: TOPIC AND PURPOSE

In this section, teachers can follow the planning, implementation and follow-up process of a STEAM lesson on the topic of 'Seasons and Climate change'. Each section provides guidelines for creating future STEAM lessons for integrated English language teaching.

Short introduction to the content: phenomenon based learning on the relationship between the seasons, global warming and climate change

Learning goals: to use vocabulary, logical thinking, cooperation/collaboration, creativity

Lesson 1: Structure: Brainstorming/Icebreaker/Warm-up, group the learners using random selection methods (lottery)^{2nd} brainstorming specific to groups, conduct research on any electronic device about their own selected seasons in a specific country that the teacher will show them from the map (some of them should be islands) and record their findings. The teacher plays background music while the learners work on their projects.

Lesson 2: group presentations where they present their findings about the selected season in the specific country. After the presentations, the teacher summarises by discussing vocabulary, geographic and scientific concepts.

Lesson 3: The teacher poses questions that will require the learners to figure out why the countries were specifically allocated, the teacher facilitates brainstorming on the differences between a map and a globe, the final product is to create a globe and use different colours to identify the country that is significantly affected by climate change and global warming

Lesson 4: Creating a vocabulary treasure book



ACTIVITY PREREQUISITES

In this section, the students will receive a summary of the content knowledge that is required for the activity.

STEAM ELEMENTS

ELEMENT 1: CONTEXT PRESENTATION	Real-world / scientific / artistic context of the unit: solving real world's problems
ELEMENT 2: CREATIVE DESIGN	Summary of creative activities in the unit.: Creating a globe by using any elements and materials using the student's imaginary and creativity, the vocabulary treasure book
ELEMENT 3: EMOTIONAL AND SOCIAL LEARNING	Summary of emotional and social skills development in the unit: Be aware of global warming, environmental, social and economic challenges that it causes. Develop empathy.

STEAM SUBJECT ELEMENTS

STEAM SUBJECTS	SCIENCE	TECHNOLOGY	ENGINEERING	ARTS	MATHEMATICS
SHORT INTRODUCTION TO RELATED SUBJECT ELEMENTS	Which parts of the unit are connected to science learning? Geography-seasons, the	Which parts of the unit are connected to technology learning? Building process of the globe.	Which parts of the unit are connected to engineering learning? Building the globe	Which parts of the unit are connected to arts learning? Construction of the globe, using the different	Which parts of the unit are connected to mathematics learning? Use logic to create the final product and count the pieces required



	map, the globe.			colours to show the countries	
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SYLLABUS

LESSONS	SUBJECTS	TOPIC OF THE UNIT	LEARNING OBJECTIVES DURING THE LESSON: SUBJECT SPECIFIC COMPETENCIES	LEARNING OBJECTIVES AFTER THE LESSON: STEAM COMPETENCIES
1	English, Geography, ICT, Science	vocabulary of seasons, presentation of seasons in different countries	English: Vocabulary: climate, weather, ozone layer, islands, writing skills Geography: What are the seasons?	Science: knowledge of scientific facts about climate change and global warming
2	English, Geography,	group presentations, evaluation	English: vocabulary, speaking skills,	Arts: public speaking, performing
3	English, Technology, Mathematics	creative work, building the globe	English: instructions to the creative work,	To be able to create objects by using teaching tools and 4D frame To equip them to use any available resources to create objects





4	English, Art	creative work	English: vocabulary to the treasure book in English	Creative and nicely designed treasure book of useful vocabulary connected to the topic.
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INSTRUCTIONAL PLAN BY LESSON (COPY AS MANY TIMES AS NEEDED)

LESSON 1

TIME PLAN	TEACHING & LEARNING ACTIVITIES	MATERIALS	LEARNING OBJECTIVES
INTRODUCTION 2 minutes	brainstorming	textbook, sticky notes, pencils, whiteboard, paper	to introduce the seasons
LEARNING ACTIVITIES 25 minutes	making presentations of the seasons	any electrical devices	to understand the different changes in the seasons
WRAP-UP & EVALUATION (10 minutes)	researching each countries on the device	map/globe	to understand the geographical location of countries





LESSON 2

TIME PLAN	TEACHING & LEARNING ACTIVITIES	MATERIALS	LEARNING OBJECTIVES
INTRODUCTION (5 minutes)	revision of the previous lesson's topic	pencils, whiteboard, paper	to understand the seasons and to understand that not every country has 4 seasons
LEARNING ACTIVITIES (30 minutes)	perform the presentations	students' recorded notes	to get more knowledge of the countries challenges from global warming
WRAP-UP & EVALUATION (10 minutes)	group evaluation	notes	to give positive feedback

LESSON 3

TIME PLAN	TEACHING & LEARNING ACTIVITIES	MATERIALS	LEARNING OBJECTIVES
INTRODUCTION (5 minutes)	posing open-ended questions	map/globe	critical thinking



LEARNING ACTIVITIES (30 minutes)	creation of the globes	teaching tools	creativity
WRAP-UP EVALUATION (10 minutes)	& group evaluation	emojis	giving feedback in a critical but positive way

REFERENCES / SUPPORTING MATERIALS TO BE LINKED

This section of the STEAM lesson template serves as a starting point for teachers to locate references or supporting materials to be linked. These are external sources such as books, articles, websites, or other pertinent resources that provide additional information or evidence to support the topic being discussed. These materials may be used as citations or additional reading by those seeking a deeper understanding of the topic.

Promoting well-being in ELT

In the dictionary well-being is referred to as a state of being healthy and happy, but it is much more complex than that.

There are four aspects of well-being regarding teachers and students as well:

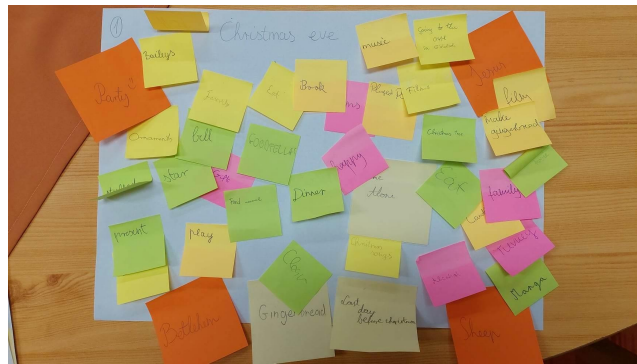
- physical wellbeing – being physically healthy
- emotional wellbeing – when our mental health is in a good state so we can manage stress and anxiety
- intellectual wellbeing – this refers to our cognition and the way we think and keep our brain engaged
- spiritual wellbeing – the process of being in a good mental state by being connected to ourselves and the relationships we have around

Inspiring and innovative learning environments, creative and motivating methods and approaches, and overwhelming use of games are highly important for the well-being of all the participants in the English lesson (Council of Europe, n.d.).



Jam session method

The fact that we don't know everything makes us curious and willing to learn, and it also makes us turn to each other for insight and inspiration. When people are curious together, they learn from one another and collaborate on solving their shared problems. If you organise only a little part of your lesson in that way, you can easily achieve productivity and engagement. During Jam session method students use their own questions and answers to connect them with one another and energise and engage each other while playing some background music to provide full well-being. It's an easy and inspiring way to collect what is on people's minds about the given topic.





Self-assessment of skills

“Knowing yourself is the beginning of all wisdom” - Aristotle

Unquestionably, there is a need for self-evaluation and the development of the necessary skills. Students should learn how to evaluate their interpersonal skills, self-management skills, concentration skills, ability to take responsibility for their own education, and ability to use various study techniques effectively. Students can track their development and hone the previously described skills through a variety of self-assessment assignments. All of these abilities are attainable, and with targeted practice and supportive feedback, they can all significantly aid students' learning.

Reflecting questions on own experiences:

What did I learn today? / How do I feel about it? / Where can I use this knowledge? / What do I need to learn more to be able to use these new tools and methods and enjoy it? / What was good/ bad/ interesting today? / What were the most interesting discoveries you made during the project? About yourself? About others? / What were the most challenging moments and what made them so? / What was it like working in a group? What did you learn from it? / What will you do differently? Did you ask questions when you needed help?

International learning experiences

During the project, pilot-teachers participated in two training weeks, one in Hungary and the other in Finland. Both events had a significant impact on the mindset, attitude, and flexibility of ELTMN teachers, allowing for a better understanding of the Finnish approach and teaching methods. Teachers for the project gathered their thoughts and observations, which could provide insight into their personal and professional experiences.

*“The first day was quite intense and interesting. I would like to highlight what I acquired from Hali's and David's presentations. I found that in a way they compliment each other, like I had asked David, as to how far can AI support special education? On the same pulse, I found that Finland puts a strong emphasis on special education, which makes learning simplified, I suppose. David's question on agency really resonated with me. **It is not just student agency, for students alone, but teacher agency too, it creates a possibility for students to exercise agency,***



as well. These two presentations got me thinking about teacher life-long learning, as a way to understand these circumstances” Thandeka S., Day 1

*“Today was about getting a first hand experience about education in Finland. I am impressed by the facilities and equipment these schools have . As for the vocational school, I was amazed how well organised, as well as flexible the whole system is. It is really about doing their best to achieve the goal: providing high quality, practice oriented training for the students. **What impressed me the most is that they collaborate with each participant from the students to the companies!! That is the only way to succeed, I think.**”* Ildikó Z., Day 2

*“....Primary school visits definitely made my day. I just imagined myself going to such an ideal school with technologically savvy school stuff and facilities. It does exist and Finland has it. **I believe the spirit of the teachers to always do their best for their students is one of the most crucial aspects to rely on.** We might not be able to instantly have those outstanding facilities in our own school but we at least can be instantly grateful for what we already experienced today.”* Fadqur R. A. I., Day 2

*“I have very mixed feelings and more questions. I could see that the Finnish state society takes an amazing care of their children and provides them everything for their well-being and education. As far as **English teaching goes, I could see that these children already speak such good English that English lessons in any traditional way seem unnecessary.** Actually this was also mentioned by Dr. David Marsh. We all know that in the age of limitless access to information that is available for every child by their smartphones and at the age of the super fast development of AI , the traditional, “ boring” way of teaching is against the overall feeling of nowadays. Schools prefer the trendy project based learning and individual exploration of things, etc. And this situation raises questions: With no knowledge, humanity is vulnerable. Factual knowledge is not needed as everything is easily accessible. Without loads of invested energy and hard practice there is no success. I wonder if it could be enough that by the ability of cooperation and creativity, and based on AI and all the information that is accessible we humans can manage our lives and this shows the new way of education?”* Orsolya Sz., Day 2

*“I was thoroughly impressed by Mohammed and his classmates in the school hallway, where he was conducting the elections. This way of teaching citizenship, I found intriguing and effective, it leaves more lasting impressions, compared to just talking about it. The 1st Graders' Matt's class inspired me so much. **The methods that the teacher used, I found them transferable to a pre-school context...teaching Maths and English Language at the same time...but as well as the freedom to play the children have.** English 6E class, had a spelling test...but I got a chance to ask the teacher questions about discipline issues, and it was interesting to learn about the*





Vilma, but even more interestingly, learning about the perfume/cologne policy for public spaces...it made me look at the way I use scents. In Gradia, I was inspired by the vocational education perspective on entrepreneurial skills.” Thandeka S., Day 2

*“One more brutally well equipped school, one more close experience. As I teach in secondary education, I know about the primary as a parent. The difference in approach is huge - again, My opinion and feelings are still mixed. **Providing every possible source and obvious wellbeing for the participants of education is one key for success.** The other key element is the effort of the students. Either by being hard working or interested or motivated. For knowledge one must work. At the same time we may be in revolutionary times when instead of knowing it may be enough to train children to be able to work together, speak a foreign language and be creative. Also self confident. In the university we also learnt about a change in approach. **Not surprisingly it was the same pattern: instead of factual knowledge, future teachers are trained for interaction and collaboration, scientific thinking, etc. soft skills, rather than hard skills.** Finally we also heard - not for the first time - that one of the first steps is investing money into education, e.g. raising salaries dramatically to make this job attractive enough.” Orsolya Sz., Day 3*

*“Visiting the teacher training school was pleasantly surprising, because I had never been in an environment like that. The first thing that captured my attention was the UNESCO schools accreditation. I also heard about Vilma for the second time. Seeing teachers and leaders doing mathematics through measuring banking ingredients was so interesting. SEN was another interesting area, where trust and communication was stressed upon. **On this note, I had a special moment with Sari, one of the SNE educators. It was a breath of fresh air, to speak to her, and I understand why she’s a SNE, her attitude is amazing.** Learning about the JULIET program was another interesting area”. Thandeka S., Day 3*

*“It struck me by surprise that official language exams like TOEFL, Cambridge Advanced or IELTS are not sought for by students or parents as taking them on B2 or C1 level is not an advantage when you want to go to uni. **What is more, general nationwide tests are limited to the minimum not to overburden students with extra study time and content.** Something worth considering in Hungary where education is so much focused on tests and results leading to stressful experiences at school.” Zsuzsa D., Day 4*

*“The day of reflection with Emil inspired me to take this project further, to unleash its potential in inspiring not just us as a team, but teachers world over. **I have an idea that our dream should not remain in Europe, but it should be a universal approach to education.** This is possible with*





everyone's input, through interviews. I am particularly interested in flexibility, if it is a practical or theoretical concept" Thandeka S., Day 5

Please find the reflections of Zoltán László below.

"Already during the opening presentation, I discovered the two factors that after the whole training week I find the biggest advancements of the Finnish education system, i.e. **individuality** and **flexibility**. The individual study plan, the individual attention each student gets through a collaboration between teachers and parents ensures that leaving no one behind is not an empty slogan, but the only reasonable way for small countries like Finland (and Hungary, for that matter). I also understood that the reason for this strategy is not only *caring* about each other, but, from an economic point of view, this is also what needs to be done to ensure that most people find a job and contribute to the economy.

The **flexibility** of the educational system allows students in Finland:

- a. to take their time to figure out what field of work suits them best (with the possibility of changing their minds during the way), and
- b. to get practical experience before immersing in the details of that given area. Flexibility alleviates the stress of choosing a career at an age when students may not be ready to do so.

Out of the above guiding principles, the idea of *individuality* is what I can take home with me. I feel motivated to look into how I can find out about the learning ways of *each* of my students and how I can overcome the biggest challenge here, i.e. teaching students with different levels of knowledge, skills and (most importantly) motivation, within the same group.

As for the other factor, providing **flexibility** in the educational system is out of my competence. I have, however, seen promising examples of students modifying their career plans and changing schools accordingly in Hungary, too – so probably my job here is to support any student who gets to the point of reconsidering their study paths.

It was also my observation that coming from a country where problems in education abound and experiencing the advancement of the Finns' different approach, one cannot help complaining about the conditions back home. Understandable as it might be, it is not constructive and does not lead us anywhere (besides letting off steam). Seeing the graph that described the development of education in the world and in Finland, I thought it would be a good idea to try and identify the period when Finland was in a similar situation as Hungary is now, or at least at a similar level of educational development. Then we can raise the question: 'In what direction did they move from that point and what concrete steps did they take?' Even though we may not



dispose of the necessary means to follow those steps (by this I mean financial resources), understanding the concept behind may lead us to smaller viable steps in our direct environment.

During the school visits I was focussing on two issues that concerned me most:

A. What examples will I see and what ideas can I borrow that are **not** a matter of **financials**?

I must say I found a lot of inspiration: the way every space in school buildings is designed and formed to make students feel comfortable and reduce the stress of having to attend school is something that we can also strive to reach. Often it is a question of will or just smaller amounts of money. Some ideas I am inspired to try out are:

1. different **arrangement** of desks in the classroom (according to the tasks of a given lesson)
2. colourful **walls**
3. **decoration** fitting my students' interests (e.g. posters of video games, movie series, musicians)
4. wall decoration emphasising **values** (quotations, articles, news articles, pictures, etc.)
5. **message board** on the wall where students can write (to each other or just what they have on their minds)
6. **contract** between the students and also with the teacher, including points to be taken seriously (e.g. *I do not bully others.* or *I respect everybody's right to learn.*)
7. bringing a **guitar**/keyboard to class
8. installing a doorway **pull-up bar**
9. setting up a **bookcase** with English books that students can borrow
10. bringing some object to class that students need to handle with care, keep clean, etc. (like a musical **instrument**, some old piece of **furniture** or a table with a jigsaw **puzzle**) in order to nurture the idea that *what is common belongs to everybody (and not to nobody)*
11. encourage students to express their wishes about the **class environment** (verbally or on the message board)
12. (between double classes) **silence break** or a break for free conversation (no phones)
13. '**Sitting** by the wall' - **test** (to keep them physically active)

B. How do teachers in Finland handle misbehaviour? Where is the line between treating students as partners and acting authoritatively? (Is there such a line at all?)

This is probably a crucial issue for teachers regardless of nationality. My experience here is that Finnish teachers take into consideration that there is always a background cause for the child's behaviour and, as a first step, they try to find out about it, and make it part



of the solution. If, however, the misbehaviour persists, some form of disciplining may take place, as students need to understand that there are rules everybody must follow for a community to work properly (and to secure the right to undisturbed learning and teaching, respectively).

Obviously, each teacher, each student is different, thus again, an *individual* way of tackling issues is required.

Gathering impressions and experience about the Finnish way of approaching things, my view is that their greatest merit lies in the courage to ***experiment***: the determination to try out new ideas, the honest acceptance of failure and the readiness to try again inevitably lead to experience and better solutions. (NB. This feature may also play an important role in Finland's outstanding performance in the World Happiness Report.)

Understanding the importance of ***experimenting*** and motivated by the Finnish example, I wish to explore some further ideas (besides the already mentioned ones above):

- a. Focussing on giving ***practical knowledge***: language teaching is a relatively free area as far as teaching materials are concerned, and, as the language is used in everyday situations, practical knowledge is at the core of the subject. (Two factors to bear in mind here are the syllabus and the requirement for some students to take the final exam with its specific types of exercises, which should be included in the teaching material.)
- b. ***Collaboration*** with colleagues: a discussion with colleagues about the currently covered material may prove inspirational for the teacher and useful for the students (especially in a vocational school, where professional subjects are also taught).
- c. Identifying ***individual learning patterns***, in cooperation with the given student. Making them ask the question: *How do I learn?* and then building on the findings (see above the benefits of an individual study plan)
- d. ***Self-assessment*** at the end of the class: in my experience, students tend to evaluate their classwork honestly, and regular self-assessment may lead to motivation to perform better. (This should probably be carried out parallel with identifying the ways of learning.)
- e. The traditional line of passing knowledge from generation to generation is changing today and students are often more knowledgeable in certain fields of life than adults. I believe that teachers should not see it as a threat – on the contrary, this gives way to many opportunities where students can express their knowledge, and is also an opportunity to introduce ***Phenomenon-based Learning and Project-based Learning***. Let's not be shy to gather ideas from the students themselves!
- f. ***Teach them to learn!*** I wish to provide my students with a variety of tried and true offline *techniques* and *online* websites, video channels, mobile phone applications, etc. so



that they can find the ones fitting their ways of learning. Some of these (e.g. Quizlet) are applicable to other subjects, as well, which is both a further benefit and a new opportunity for collaboration with colleagues).

Let me close my summary with a remark regarding the future of our planned Mentor Network: after conversations with Hungarian and Finnish colleagues during the project, and also with colleagues in my workplace, I can definitely say that the key word for efficient collaboration is **honesty**. We should encourage open discussions, be it about everyday challenges, inexperience with new methods, or even our obsolete approaches and indoctrinated routines that need to be challenged. Setting professional pride aside and getting involved in honest discussion – this is the way to a truly **supportive professional community** (László, 2023).”

“A journey of a thousand miles begins with a single step” Lao Tzu

Please find the weekly summary of Réka Szedlák below.

“The Finnish training week was very inspiring, motivating and also gave me the chance to think over a lot of elements of Hungarian teaching methods and way of thinking. When at the end of the week we were collecting what to bring back home to Hungary, I chose to write about the relaxed atmosphere, trust, self-reflection and „less is more”.

Relaxed atmosphere, well-being: As during the whole week we were visiting the different types of education, we noticed everywhere the importance of the innovative learning environment. From a small desk in the classroom, through a guitar or a motivating quote on the wall in the corridor, to a bigger creative place under the stairs were all to satisfy the learning needs of the students. I find it highly important to make the school a place where everybody, meaning students and teachers as well, feel comfortable, relaxed, motivated, and accepted. Truly that’s a question of money at first sight, but with small steps, with changing mindset, with the willingness of change we can do more than we think.

Trust: Trust among every member of the education community is highly appreciated in Finland. We saw examples of it through the whole week, and I was amazed by the importance of it. Children can go to the yard near the forest without a fence because teachers know they won’t go further as it is ruled. Teachers allow the students to leave the lesson if it provides a better environment for learning because they know that students will do the task or study the subject. Parents accept the teacher’s opinion about the children’s learning troubles and are willing to cooperate, accepting the methods they use. The government gives the teachers freedom in



teaching because they trust their work and their knowledge. Everything and everybody is for the students. This is absolutely missing in our educational system. For a first step I would ask my colleagues to start raising awareness towards trust. For example, every parents' meeting asks the parents to trust and believe in them and in what they do. Sounds strange that we should ask for it, but we must emphasise it, and start with the first step.

Self-reflection: I also find it very important to reflect on our work, our life, our way of thinking. Just try to think about new ways of teaching, new methods, not afraid of using new digital platforms. Try to leave behind the old-schooled methods, give ourselves a little freedom for project based or phenomenal based learning. Not the textbook is the most important tool for teaching. Be brave a little, collect the experiences, share the new knowledge, collaborate more. Keep in mind that sharing is caring. From next year I'm planning to make a new teachers' association at my school, calling it Innovative Teachers' Association. All who are willing to change even a bit can join and work on how to create a better school for all of us. The other thing I'm planning is to have 2-3 occasions a year when we share our knowledge, ideas, experiences about teaching.

Less is more: „The need for less often results in a life of more.” Brian Gardner

The visited lessons showed a different picture as we do in Hungary, not surprisingly. I experienced that a lesson of 45 minutes doesn't mean that you have to use all the 45 minutes strictly to do tasks, exercises, write tests, concentrate and pay attention. It seems that Finnish students aren't under such a high pressure because of the overloaded amount of exercises we want them to do during a lesson. The less is more when they are more relaxed, without stress, and it seems more effective.

All in all I found these points the most important to think about. The importance of differentiation, the way we think about the assessment of and for learning, to give the chance to equity instead of equality and to emphasise the way students learn are also the topics that are a must talk about in the future (Szedlák, 2023)."

Orsi Sz., after training week in Hungary: "I changed a lot in my teaching in almost every group: more group work (3), a lot more discussion instead of working on book material, I did Sanna's travel agency project with two teams. I insist that everyone must speak and they do – emphasis on discussions, not on the reading comprehension material. With a colleague we joined our groups and had 2 debate lessons together which were so successful that students insisted on going on and we did so. I started involving evaluation into lessons and it works (Szelei, 2023)."

Reflections of Judit Fenyvesi after the training week in Hungary: "I believe if you want to educate others and share your knowledge, you need to possess it first, so self-improvement and



professional development are essential. Observing effective educational systems is the first step towards positive changes, but it is essential to adapt good practices into our teaching process. During the week I was provided with several methods (project-based, phenomena-based, STEAM- Science, Technology, Engineering, Arts), lesson plans, tools and ideas from Finnish educators, researchers, and also enthusiastic colleagues. I intend to experiment on using the STEAM method in our secondary grammar school, collaborate with other teachers to work on certain topics, also, phenomena-based methods and co-teaching. If I had a magic wand, I would like to change people's mindset to be more open-minded, positive and more collaborative. My message is that we need to take the first step towards changing the old-fashioned approaches, and we can cooperate in this process. We are not alone if we find like-minded partners and provide a viable path for everyone (Fenyvesi, 2023)."

Reflections of Beáta Fabini after the training week in Hungary: "In the classroom I realised I don't have to be as tense as I am toward the curricula, so from my experience in my teaching method: I can be loose about the expectation towards me. I do not have to finish everything on time, I do not have to hurry with the book etc. I collected as many toys as I could at home, like legos, building bricks, soft animals, cards etc. and took them to the school, so our smaller pupils had to do different activities at different table-islands. They had to find directions, they had to ask and answer to each other, they built a town, I was the facilitator and helped and mentored them when I was needed. Everybody enjoyed it. After this project I had to draw some consequences, like: maybe I am not as good a teacher as I used to think, because the pupils could not speak to each other fluently or they weren't as open as I thought they should be. Instead of teaching the book I should teach the pupils. Another thing is that I trust the other teacher and I expect to be trusted more. That feeling is missing in our education system and institution. These two things definitely changed me. In a positive way (Fabini, 2023)."

Reflections of Emil Kóczán after the training week in Hungary: "I joined this project to learn and experience how education is done in Finland. I also wanted to meet like-minded people who are eager to improve education in Hungary. The project was a fantastic opportunity to learn about education and how it is organised in Finland. Additionally it just reassured me that what I am doing as a teacher is valuable and it is a very progressive way of thinking. In the near future I will share all the contents of the project with colleagues and friends hoping to start a change in the way we teachers think of each other's field and the children we teach. If I could have a wand to do any kind of magic in education I would like to reach more people to share my passion and attitude to teaching (Kóczán, 2023)."



Self-functioning network

It is always a challenge to build up a community starting from zero. English Language Teachers' MentoN's goal was to find those ELT who are keen on life-long learning, ready to apply new methodologies, flexible enough to change and brave enough to do self-assessment. Without these features it had been quite difficult to let the community function, evolve and step to the next stage of a community. We can proudly announce that within 9 months we succeeded in the establishment and running of the community. It could only happen because of the teachers of the project. Their attitude, activity and creativity made the success of the network's smooth running. Their ideas (such as ELTMN Idea Hub, Inviting other innovative stakeholders: DNS from Denmark, learning by walking), their willingness to try the new approaches in their teachings,, their activity to involve colleagues and disseminate the project's results had a giant impact. New contacts have evolved not only between teachers but also between schools and other stakeholders of education.

We truly believe that the English Language Teacher Mentor Network is ready to take on the role of connecting English Language Teachers globally and boost innovation of education supporting the paradigm shift of what is 21. century's education.

In order to provide the best: **ELTMN Advisory Board** had been established. It consists of 3 members, coming from ELTMN teachers. Their role is to gather teachers' needs, collect ideas and elaborate strategies on how to make them happen. The persons of the advisory board members change in every 4-months thus providing the opportunity to each member to take on responsibilities and play a decision-making role within this democratic society.



One of the first actions of the self-running ELTMN was the implementation of the **ELTMN Idea Hub**. This is an online platform where teachers can collaborate, share their lesson plans and develop lesson plans. The platform was structured to be easy-to-use, hands-on and very user-friendly. Teachers can add their own lesson plans and tag them in order to make categorisation easy. Categorisation structure is based on to provide an easy way to find materials, such as: skills, competencies, and levels of A1-A2-B1-B2-C1-C2.

Another idea of the community - in order to keep knowledge sharing and support/mentoring alive- is the **Tour of ELTMN**. This means that teachers of ELTMN visit each other and provide onsite assistance in: observing while the other is teaching, collaborating in workshops for



colleagues in the welcoming school, supporting implementation of multidisciplinary teaching methods. The first visit is planned for September 2023, in Hatvan.

Monthly Online Sessions are held every first Thursday, from 15.00-16.00. This event is meant to keep sharing experiences, invite other innovators of the education sector, thus spreading the spirit of “ we can make it happen, it is our task, we are not alone- let’s connect”. **Special Edition of Online Session** is organised according to teachers’ need and/or something extra opportunity is facing the community. This makes it possible to keep the organic evolution of the English Language Mentor Network.

Summary

In the ‘Spreading the Magic of English Language Teaching’ project, based on the international knowledge exchange and training sessions, we collected and co-created a comprehensive guide that explores innovative approaches to English language teaching and learning. In our handbook, we emphasise the importance of professional development and the need for educators to embrace new approaches in teaching and learning. We press the importance of the transformative potential of these practices in enhancing student engagement and achievement.

Reflections on the training process are incorporated, underscoring the crucial role of self-management and reflection in our teachers' learning outcomes. We recognize the significance of fostering a community of educators and emphasise online community building through platforms like the English Language Teachers’ Mentor Network (ELTMN). Supportive communities as such encourage collaboration, knowledge sharing, and continuous professional development.

Furthermore, we highlight the role of our teachers in organic dissemination. As educators implement the good practices outlined in our handbook, they become agents of change within their own communities, spreading the knowledge and impact of these innovative methodologies. Looking towards the future, we have great hope that these practices will continue to be implemented and have a lasting impact on teaching and learning. We acknowledge the needs that were identified during our project, prompting further exploration and development in areas where additional support may be required.

In conclusion, the Good Practices Handbook serves as a valuable resource for us as educators, seeking to enhance their teaching approaches and create meaningful and engaging learning experiences for their students. We underscore the importance of self-management, reflection,



community building, and organic dissemination in maximising the impact of professional development initiatives.

Useful Links and websites

Innovative and in English language teaching seeks to engage students in dynamic and interactive learning experiences that foster language acquisition and proficiency. To support this approach, a variety of online resources and platforms have emerged to enhance the teaching and learning process. These websites offer a range of tools and activities designed to captivate students' interest, promote active participation, and provide opportunities for language practice and reinforcement. From interactive quizzes and games to collaborative platforms and multimedia creation tools, these resources empower educators to create stimulating and immersive learning environments. ***By incorporating these websites into their teaching practices, teachers can leverage technology to enhance engagement, foster creativity, and enable personalised learning experiences for students.***

www.bamboozle.com: Bamboozle.com is an interactive quiz and game platform that allows teachers to create and customize educational activities for engaging and interactive learning experiences.

www.blooket.com: Blooket.com is an educational platform that provides a wide range of interactive learning games to make studying and reviewing content more engaging and enjoyable for students.

www.bouncyballs.org: Bouncyballs.org is a fun online tool that uses the microphone on your device to create visual representations of sound waves, making it a playful way to practice speaking and volume control.

www.canva.com: Canva.com is a user-friendly graphic design platform that offers a wide range of templates and tools for creating professional-looking designs, presentations, social media posts, and more.

www.edpuzzle.com: Edpuzzle.com is an educational platform that enables teachers to create interactive video lessons by adding questions, comments, and assessments to engage students and track their progress.

www.gamestolearnenglish.com: Gamestolearnenglish.com offers a collection of language learning games and activities designed specifically for English learners to practice vocabulary, grammar, and other language skills.



www.games4esl.com: Games4esl.com is a website that provides a collection of educational games and activities designed to help students learn and practice English as a Second Language (ESL).

www.genially.com: Genially.com is an online presentation tool that allows users to create interactive and visually appealing presentations, infographics, and interactive stories using a range of multimedia elements.

www.kahoot.com: Kahoot.com is an interactive learning platform that offers customizable quizzes and games to engage students and promote active learning in various subjects.

www.linoit.com: Linoit.com is a digital sticky note platform that allows users to create and organize virtual sticky notes on a collaborative board, making it suitable for team collaboration, brainstorming, and information sharing.

www.liveworksheets.com: Liveworksheets.com is an online platform that allows teachers to create interactive worksheets with embedded multimedia elements, making it suitable for distance learning and digital assignments.

www.lyricstraining.com: Lyricstraining.com is a website that allows you to improve your language skills by listening to music and filling in the missing lyrics.

www.menti.com: Menti.com is a web-based audience response system that enables real-time interactive presentations, polls, and quizzes, fostering active participation and engagement.

www.miro.com: Miro.com is a collaborative online whiteboard platform that enables teams to ideate, plan, and collaborate visually in real-time, making it suitable for remote work and virtual collaboration.

www.padlet.com: Padlet.com is an online virtual bulletin board where users can collaborate, share ideas, and create multimedia boards for various purposes such as brainstorming, organizing information, and collecting feedback.

www.quillbot.com: Quillbot.com is an online tool that utilizes artificial intelligence to paraphrase or rewrite text to help improve writing and enhance clarity.

www.quizlet.com: Quizlet.com is a web-based learning platform that offers a variety of study tools and resources, including flashcards, quizzes, and games, to help students master a wide range of subjects.

www.quizizz.com: Quizizz.com is a gamified platform for creating and sharing quizzes that allows students to learn and review content in a fun and competitive way, both in the classroom and remotely.



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www.seterra.com: Seterra.com is an educational geography website that provides interactive quizzes, games, and map exercises to help users learn and improve their knowledge of world geography.

www.worldwall.net: Worldwall.net is an online collaborative platform



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Notes

(Make a note of any ideas you had while reading this book and share them with ELTMN. 😊)

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This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.



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